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Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2364 School Name: EAGLETON ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	-	-	38.1%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	44.9%	-	-	
		W	53.52%	-	-	31.97%	-	-	
		S	47.53%	-	-	15.22%	-	-	
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	53	-	-	44	-	-	
		M	75	-	-	60	-	-	
		W	65	-	-	67	-	-	
		ELP	41	-	-	58	-	-	

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	**Median Student Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	**Graduation Rate** **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

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Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	School Improvement Grant Awardee (2011)	In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). The plan is due April 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

| Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Second SST review completed 10/17/11-10-/21/11. The initial SST review took place in April 2009.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

[X] State Accountability   [ ] Title IA (Targeted Assistance or Schoolwide) [ ] Title I Focus School   [ ] Tiered Intervention Grant (TIG)

[ ] Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant   [ ] Other: _____

	School Contact Information (Additional contacts may be added, if needed)	
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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
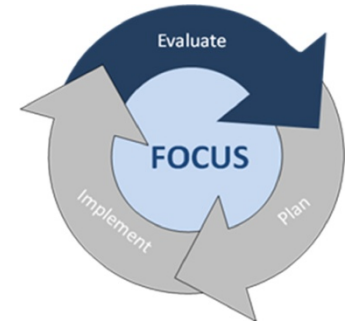
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2011-2012 school year we will show an overall 10% increase of students scoring Proficient or above on TCAP Writing in grades 3-5 from the 2011 36% to 46%.	No, target not met. Overall Writing proficient and advanced scores decreased according to 2012 TCAP by 4%, after a significant increase in writing scores in 2011.	Writing has been a focus of improved instruction since 2010. Large gains in writing scores were seen from 201 to 2011. A small drop in scores this year indicates the need to remain focused on improving writing instruction through consistent and cohesive practices.
Academic Growth	By the end of the 2011-2012 school year, the Median Student Growth Percentile in Writing will increase from 75 to 80.	No, target not met. 2012 Overall Median Growth Percentile in Writing decreased by 8.5 to 66.5.	
Academic Growth Gaps	By the end of the 2011-2012 school year, the school will narrow the SPF growth	Yes, target met. 2012 SPF growth gap in writing shows 31.43%.	

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Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	gap in writing for students designated as Hispanic (Minority) from -41.92% to -35.92%to 30.92%		
Post Secondary Readiness	N/A	N/A	

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Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**Eagleton Status** 		2009	2010	2011	2012
Writing	17	19	36	32
Reading	33	32	36	39
Math	28	33	37	44			
	<u>Writing</u>: 4 years of data show total increases of 15% with the most significant increases in 2011 on TCAP.	Although P & A in writing has increased since 2009 to 2012 from 17% to 32%, status scores are still significantly below state expectations.	<u>Writing</u>: Inconsistent and ineffective writing instructional practices K-5.
	<u>Reading</u>: 4 years of data show fluctuation which produced a pattern in the first 3 years that was flat, with no increase	Although P & A in reading has increased since 2009 to 2012	<u>Reading</u>: • Increases in writing may have produced some improvement on CSAP scores but reading instructional practices K-5 are inconsistent.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	until 2011. In 2012 the overall, total increase of 6% is still below district and state performance expectations.	from 33% to 39%, status scores are still significantly below state expectations.	• Limited strategies to support English Language Learners (ELLs) are provided during literacy instruction. • Wide variability in teachers' knowledge and use of instructional strategies essential to development of the foundations of reading (5 components of literacy). • Lack of common vocabulary development and use of explicit strategies to build vocabulary, especially with ELL students. • Data dialogues make limited connections to instructional decisions. Effective use of formative assessments and effective feedback is limited and varied.
	Math: Overall school performance increased over the past 4 years with a total increase of 16% and adequate yearly progress (AYP) has not been met.	Math: Although P & A in math has increased since 2009 to 2012 from 28% to 44%, status scores are still significantly below state expectations.	Math: • Inconsistency around the implementation of core math instruction • Need to emphasize foundational skills • Are not always doing games with fidelity to provide practice – foundational skills • More instructional discussions vertically needed about what is to be mastered. Teachers lack understanding of essential learning targets at each grade level and across grade levels (the learning trajectory). • Vocabulary – Academic language is a concern • Continue / expand small group targeted instruction. • Effective use of formative assessments and effective feedback is limited and varied. • Need to supplement Everyday Math with learning basic facts – focus on computational competency.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	Eagleton Growth		

	2009	2010	2011	2012
Writing	57	50	75	66.5
Reading	51	47	62	44
Math	47	61	55	59.5

Writing:

Some decline occurred in 2012 in writing. Overall school growth in a 4 year period showed an increase of 9.5%. From 2010 there was a significant increase of 25% in 2011 with a decrease of 8.5% in 2012.

Reading:

Overall growth for 4 years is -7%, even though percent of proficient and advanced increased from 2011 to 2012 by 3%.

Writing:
Growth reported over the past 4 years although a 4% decrease occurred in 2012.

Reading:
Recent growth does not show a positive growth trend for the total over 4 years.

Writing: Inconsistent and ineffective writing instructional practices K-5.

Reading:
- Increases in writing may have produced some improvement on CSAP scores but reading instructional practices K-5 are inconsistent.
- Limited strategies to support English Language Learners are provided during literacy instruction.
- Wide variability in teachers' knowledge and use of instructional strategies essential to development of the foundations of reading (5 components of literacy).
- Lack of common vocabulary development and use of explicit strategies to build vocabulary, especially with ELL

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			students. • Data dialogues make limited connections to instructional decisions. • Effective use of formative assessments and effective feedback is limited and varied.
	Math: Overall growth percentiles in 2012 showed an increase of 4.5% for the school.	Math: Increase in growth of 12.5% over the past 4 years.	Math: • Inconsistency around the implementation of core math instruction • Need to emphasize foundational skills • Continue / expand small group instruction • Effective use of formative assessments and effective feedback is limited and varied. Lack of skilled, explicit progress monitoring and instructional decision-making focusing on at-risk students.
Academic Growth Gaps	Writing: Gap Reduction FRL -30.15 -7.75 ELL -26.09 -1.93 Minority -31.41 0 Sped (Not able to analyze gaps because of a low number of students (19). There is no MGP gaps report available from DPS or CDE.) Writing: Eagleton met the federal and state expectations in writing for closing the achievement gap for all subgroups. Due to low numbers, a level of expectation was not defined for Special Needs Students. Eagleton closed the gap for Free and Reduced by 7.75 points, for English Language Learners by 1.93 points, and the gap for Minority students remained the same.		

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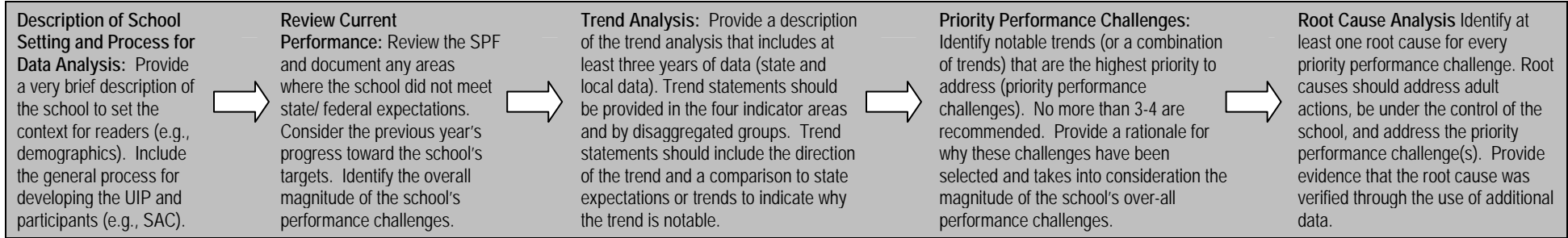| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Reading: Gap Reduction FRL -36.76 -10.27 ELL -26.09 -19.39 Minority -37.86 -3.29 Sped (Not able to analyze gaps because of a low number of students (19). There is no MGP gaps report available from DPS or CDE.) Reading: Eagleton met the federal and state expectations in reading for closing the achievement gap for all subgroups. Due to low numbers, a level of expectation was not defined for Special Needs Students. Eagleton closed the achievement gap for Free and Reduced by 10.27 points and for Minority by 3.29 points. The gap was reduced for English Language Learners by 19.39 points.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Math: Gap Reduction FRL -43.38 -2.05 ELL -34.78 -4.73 Minority -44.29 3.87 Sped (Not able to analyze gaps because of a low number of students (19). There is no MGP gaps report available from DPS or CDE.) Math: Eagleton met the federal and state expectations in math for closing the achievement gap for all subgroups. Due to low numbers, a level of expectation was not defined for Special Needs Students. Eagleton closed the achievement gap by 2.05 points for English Language Learners by 4.73 points. The achievement gap for Minority students was widened by -3.87 points.		
Post Secondary & Workforce Readiness	N/A		

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	**Review Current Performance:** Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	**Trend Analysis:** Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.	**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.	**Root Cause Analysis** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.

Narrative:

April 2013 Update:

On March 18, 2013 the Eagleton school leadership team (SLT) and members of the Collaborative School Committee discussed the progress on our UIP and recorded responses for the update of the Status of Action section of this document. In summary we have completed a majority of the action steps for eth major improvement strategies (MIS) for writing and mathematics. Our work in the MIS for reading is not as complete given the need to revise our SST grant proposal and refocus the activities which planned to adopt reading curricular and assessment materials. Our district and state requests for these acquisitions were not approved and we are shifting to professional development in place of those plans. Our discussion with CU Boulder to implement the Literacy Squared program is ongoing and may be the MIS for reading. We will review our 2013 growth performance on TCAP in writing, math and reading at our earliest opportunity.

Original Narrative:

Eagleton's school leadership team (SLT) has discussed the need for improvement of academic achievement status in all three grade levels assessed on TCAP in reading, writing, math and science. Our 2012 growth performance on TCAP in writing met expectations. In reading and Math we not meet expectations for growth. In ELP we exceeded state expectations for growth. That encourages us to continue our efforts in the area of writing in particular until we can meet status expectations. As part of our process we outlined priority needs in writing, reading, math and science are due to the low status scores in all three grade levels. Our discussions address our AYP targets not being met in math and reading. Use of Title 1 funding to support the UIP is evident in our planning and our action steps. Parents on the Collaborative School Committee review the UIP yearly and give input. Staffing for intervention teachers and classroom teachers is accomplished through Title 1 funding.

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Section IV: Action Plan(s)

This section addresses the "plan" portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form
Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.
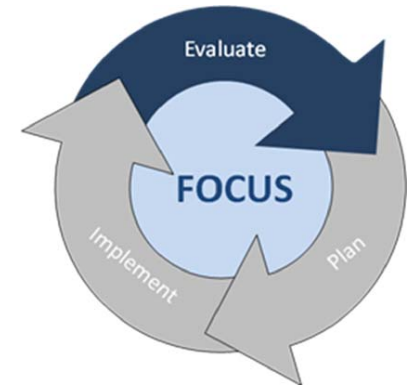
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Although the percentage of students scoring proficient and advanced on Reading TCAP has increased since 2009 from 33% to 39%, status scores are still below district and state performance expectations.	The percent of students scoring proficient and advanced on TCAP reading will increase by 8% from 39% (2012) to 47% in 2013.	The percent of students scoring proficient and advanced on TCAP reading will increase by 8% from 2013 to 2014.	DRA2/EDL2 administered 2 times a year for all K-5 students. DIBELS/IDEL • Screening (fall, winter, spring) year for K-5 students. • Progress monitoring (at least monthly) for all identified strategic and intervention students. STAR- administered 3 times a year (fall, winter, spring).	Strengthen best first instruction by providing professional development support to build teacher knowledge and skill in reading instruction that encompasses the five essential components of literacy. Build consistency, coherence, and cohesion in the delivery of K-5 reading. Better use of existing assessment data to make instructional decisions.
		M	Although the percentage of students scoring proficient and advanced in Math on TCAP increased since 2009 to 2012 from 28% to 44%, status scores are still significantly below state expectations.	The percent of students scoring proficient and advanced on TCAP Math will increase by 8% from 44% (2012) to 52% in 2013.	The percent of students scoring proficient and advanced on TCAP Math will increase by 8% from 2013 to 2014.	District Interim Math Assessments administered 3 times a year (fall, winter, spring) for K-5 students. Every Day Math identified RSAs (Recognizing Student Achievement) by Unit.	Provide professional development to focus on implementing consistent and effective math instructional practices K-5. Increase the amount of time in data team work on effective math instruction and consistently and effectively progress monitor all students.

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		W	Although the percentage of students scoring proficient and advanced in TCAP Writing has increased since 2009 to 2012 from 17% to 32%, status scores are still significantly below state expectations.	The percent of students scoring proficient and advanced on TCAP Writing will increase by 8% from 32% (2012) to 40% in 2013.	The percent of students scoring proficient and advanced on TCAP Writing will increase by 8% from 2013 to 2014.	District writing assessments administered 3 times a year to students in grades 2-5. Building writing assessments scored on the WFTB rubrics monthly for students K-5.	Provide professional development and monitoring of writing instruction to focus on implementing consistent and effective writing instructional practices K-5.
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Recent growth does not show a positive trend. Overall growth for 4 years is -7%, even though percent of proficient and advanced increased from 2011 to 2012 by 3%.	Increase the percent of "catch up" students in reading by 10%, from 27% to 37% in 2013. Increase the percent of "moving up" students in reading by 10%, from 14% to 24% in 2013.	Increase the percent of "catch up" students in reading by 5%, from 37% to 42% in 2014. Increase the percent of "moving up" students in reading by 5%, from 24% to 29% in 2014.	District STAR assessment administered to all K-5 students 3 times a year (fall, winter, spring). DIBELS/IDEL assessments administered monthly to "catch up" students in grades 4 and 5 and to all intervention students in grades 1, 2, and 3. DRA2/EDL2 assessments administered to all students in the fall and spring.	Strengthen best first instruction by providing professional development support to build teacher knowledge and skill in reading instruction that encompasses the five essential components of literacy. Build consistency, coherence, and cohesion in the delivery of K-5 reading.
		M	Overall 2012 Math Student Growth Percentiles showed an increase of 4.5% for the school from 2012. An overall increase of 12.5% for the past 4 years.	Increase the percent of "catch up" students in math by 10%, from 21% to 31% in 2013. Increase the percent of "moving up" students in math by 10%, from 46% to 56% in 2013.	Increase the percent of "catch up" students in math by 5%, from 31% to 36% in 2014. Increase the percent of "moving up" students in math by 5%, from 56% to 61% in 2014.	District Interim Math Assessments administered 3 times a year (fall, winter, spring). EDM End-of Unit Assessments K-5. EDM identified RSAs (Recognizing Student	Provide professional development to focus on implementing consistent and effective math instructional practices K-5. Increase the amount of time in data team work on effective math instruction

						Achievement) by unit.	and consistently and effectively progress monitor all students.
		W	Some decline occurred in 2012 in Writing. Overall school growth in a 4 year period showed an increase of 9.5%. From 2010 there was a significant increase of 25% in 2011 with a decrease of 8.5% in 2012.	Increase the percent of "catch up" students in writing by 10%, from 44% to 54% in 2013. Increase the percent of "moving up" students in writing by 10%, from 50% to 60% in 2013.	Increase the percent of "catch up" students in writing by 5%, from 54% to 59% in 2014. Increase the percent of "moving up" students in writing by 5%, from 60% to 65% in 2014.	District writing assessments administered 3 times a year to students in grades 2-5. Building writing assessments scored on the WFTB rubrics monthly for students K-5.	Provide professional development and monitoring of writing instruction to focus on implementing consistent and effective writing instructional practices K-5.
		ELP	Overall school growth according to CELA showed an increase on 12% over the past 4 years.	Increase percent of students moving up a level according to the CELA. (ACCESS is the new state test and may not correlate to the past CELA scores in order to calculate growth.)	Based on data from ACCESS test from 2012, the percentage of students moving up a level will increase by 10% in 2014.		Provide professional development support to build teacher knowledge and skill in teaching students who are second language learners, focusing on specific research based strategies for effective instruction for ELLs.
Academic Growth Gaps	Median Student Growth Percentile	R	The Median Growth Percentile (MGP) for FRL, Minority, and students needing to "catch up" did not reach the expected Median Adequate Growth Percentile (MAGP).	Close the academic growth gap in Reading between the MGP and MAGP in 2013 for FRL and Minority students from 51%ile to 54%ile. Catch up students from 40%ile to 47%ile.	Close the academic growth gap in Reading between the MGP and MAGP in 2014 for FRL and Minority students from 54%ile to 60%ile. Catch up students from 47%ile to 54%ile.	District STAR assessment administered to all K-5 students 3 times a year (fall, winter, spring). DIBELS/IDEL assessments administered monthly to "catch up" students in grades 4 and 5 and to all intervention students in grades 1, 2, and 3.	Strengthen best first instruction by providing professional development support to build teacher knowledge and skill in reading instruction that encompasses the five essential components of literacy. Build consistency, coherence, and cohesion

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						DRA2/EDL2 assessments administered to all students in the fall and spring.	in the delivery of K-5 reading.
		M	The Median Growth Percentile (MGP) for FRL, Minority, and students needing to "catch up" did not reach the expected Median Adequate Growth Percentile (MAGP).	Close the academic growth gap in Math between the MGP and MAGP in 2013 for FRL and Minority students from 51%ile to 61%ile. Catch up students from 13%ile to 24%ile.	Close the academic growth gap in math between the MGP and MAGP in 2014 for FRL and Minority students from 61%ile to 75%ile. Catch up students from 24%ile to 35%ile.	District Interim Math Assessments administered 3 times a year (fall, winter, spring). EDM End-of-Unit Assessments in grades K-5. EDM identified RSAs (Recognizing Students Achievement) by Unit.	Provide professional development to focus on implementing consistent and effective math instructional practices K-5. Increase the amount of time in data team work on effective math instruction and consistently and effectively progress monitor all students.
		W					
Post Secondary & Workforce Readiness	Graduation Rate		N/A				
	Disaggregated Grad Rate		N/A				
	Dropout Rate		N/A				
	Mean ACT		N/A				

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Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Writing: Provide professional development and monitoring of writing instruction to focus on implementing consistent and effective writing instructional practices K-5.

Root Cause(s) Addressed: Inconsistent and ineffective writing instructional practices will be addressed by the implementation of school wide professional development and monitoring of implementation of writing instructional practices.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☒ School Plan under State Accountability   ☐ Title I Schoolwide or Targeted Assistance plan requirements   ☐ Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG)   ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)

• Teachers will meet in monthly grade level Data Driven Dialogue meetings to score and review student progress in writing using grade level standards/rubrics for writing skills.
   o Ensure all teachers know and understand district and WFTB writing rubrics
   o Re-norm scoring practices by grade level teams to increase inter-rater reliability.
   o Analyze student work to plan and differentiate instruction.
 	
• Grade level data walls will profile students' status and progress by grade-level writing expectations.
 	
• Weekly grade level common planning provided for teachers to plan for consistent content, instruction, pacing and assessments based on
	2012-2013 and 2013-2014 School Year
	
	October, 2012
	
	DDD Meetings-monthly
		• Teachers
		
		• Teacher Effectiveness Coach (TEC)
		
		• Principal
		
		• Principal Resident
		
		• Teacher Leaders
		
		• Trained WFTB building Trainers
			• From 2012-2013 building budget funds completion of Trained WFTB building Trainers.
			• Data Wall Materials- ink for printing, large format printer $3,500
			(SST Implementation Grant funding to be expended by Sept. 30, 2013)
			• Teacher Effectiveness Coach – district support
			
			• Stipends - Trained WFTB Trainers –building
				• Minutes for all monthly grade level Data Driven Dialogue meetings distributed to relevant staff (grade level teachers, support teachers, administration).
				• Inter-rater reliability correlations will be raised as evidenced by district interim assessment analysis reports.
				• Grade-level data walls updated bi-monthly.
					Up-to-date documentation of Data Driven Dialogue meetings. Teacher Effectiveness Coach working with teacher leaders to have grade level teams assume more responsibility in the facilitation and documentation of Data Driven Dialogue meetings
					
					• Grade level teams reviewed

district curriculum maps, pacing guides and WFTB structure and strategies. Student needs identified in the Data Driven Dialogue sessions will be addressed within the lesson planning sessions. • Teachers will meet in vertical teams at least once a trimester to align and improve writing instruction using Writing from the Beginning (WFTB), the district's curriculum maps and pacing guides, .and results of analysis of grade-level Data Walls from DDD work.	Grade-level planning-weekly 2012-2013 Fall, Winter, Spring	• SLT • Trained WFTB building Trainers • SLT	staff $3,000 (SST Implementation Grant funding to be expended by Sept. 30, 2013) • WFTB Trainers • Teacher Effectiveness Coach • Principal, • Principal Resident Scheduled Vertical Team Meeting Time	• Teachers will receive feedback from Administrators and Teacher Effectiveness Coach observing writing instruction and giving feedback three times throughout school year, at least once each trimester. • Analysis of Interim Assessment Results and action steps posted with Data Walls. (Monthly) • Findings and recommendations from vertical team meetings presented for discussion and "next steps" at SLT meetings. (Fall, Winter, Spring)	spider charts of writing interims for correlations to region and district performance as a step in this process. • Initial grade-level data charts posted in staff work area. Need to establish public posting and vertical/SLT analysis. Grade level analysis is well established as part of DDD Meetings and part of teachers' Data Notebooks.
• Teachers will participate in school-wide professional development in writing instructional practices to implement and teach Writing from the Beginning (WFTB) writing Response to literature to all students. • Teachers will refine and embed the use of Writing from the Beginning (WFTB) for writing instruction. o Additional training and updates in using WFTB and Thinking Maps. • New teachers will receive initial WFTB training	2012-2013 and 2013-2014 School Years 2012-2013 School Year August 17, 2012 (Staff Retreat) August – March	• Teachers • Teacher Effectiveness Coach • Trained trainers teachers (4) • Principal	• In -building trained teacher trainers at a cost of $5,000. • Staff Development Time • Writing from the Beginning Response to Literature text $450 (SST Implementation Grant funding to be expended by Sept. 30, 2013) • WFTB Consultant-all staff 1-day- $1,500 (SST Implementation Grant)	• 100% of teachers in school will participate in initial 1 day training and all classroom teachers and SPED MM teachers will participate in training throughout the year. • Administrators and Teacher Effectiveness Coach walkthroughs at different times	1 day training completed in August 22, 2012. Continued grade level discussion as part of DDD throughout year. Building selected professional development unit (PDU) monthly training on writing.Training of trainers for WFTB argumentative writing April 24-26 for 4

at regional WFTB trainings and on-going training in WFTB and writing Response to Literature from building-level trainers.	4 days in 2012-2013 school year and on-going monthly	• Principal Resident	• In 2012-2013 $3000 for Consultant coach from school budget, CDE SIP grant and Title II funding. • Trainer of Trainers- stipends • Stipends for after-school training or subs for training during school day. $2,500 (SST Implementation Grant) • Regional WFTB training- registration and materials (SST Imp. Grant funding to be expended by Sept. 30, 2013) $2,000	throughout school year, at least once every other month in each classroom focused on writing instruction.	teachers. In progress as part of scheduled observations and planned team observations.

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

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Major Improvement Strategy #2: Math: Provide professional development to focus on implementing consistent and effective math instructional practices K-5. Increase the amount of time in data team work to inform math instruction.

Root Cause(s) Addressed: Inconsistency around the application of Every Day Mathematics (EDM) curriculum, more instructional discussions vertically needed about what content is to be mastered at what grade levels, *specifically using the CCSS.* Effective use of formative assessments and effective feedback is limited and varied. Lack of skilled, explicit progress monitoring and instructional decision-making focusing on at-risk students.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☒ School Plan under State Accountability   ☐ Title I Schoolwide or Targeted Assistance Plan requirements   ☐ Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG)   ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
• All teachers review district's re-alignment of ELTs with Math CAS, Curriculum Maps, and Pacing Guides. • Teachers will meet in monthly grade level Data Driven Dialogue meetings and in trimester vertical teams to analyze and monitor student data, and align and improve math instruction. Special focus on identified at-risk students (FRL, Minority, and Catch-Up) to increase academic growth and reduce growth gaps. • Teachers will be explicitly trained in Data Driven Dialogue, using common protocols and processes and multiple data sources to inform math instruction. • Grade-level teams will determine strategies for monitoring student results, set goals for progress monitoring, and identify targeted math instructional strategies, including additional focus on identified at-risk students (FRL, Minority and Catch-Up).	Fall Retreat-August 16, 2012 2012-2013, 2013-2014 School Year Monthly-September 2012 to January, 2013 Bi-weekly planning meetings 2013-14 school year	• Teachers • Teacher Effectiveness Coach (TEC) • Principal • Principal Resident • Teacher Leaders	• District Curriculum Consultant • From 2011-2012 CDE SST year one grant • Interim Assessments Reports, EDM Pre/Post Unit Assessments (K-5) • Assessment Consultant – District provided • District Data Management System • Data Wall Materials $600 (SST Implementation Grant funding to be expended by Sept. 30, 2013)	• Electronic or binder portfolio of ELTs, Math CAS, Curriculum Maps, Pacing Guide by each teacher. (August 30, 2012) • Minutes for all monthly grade level Data Driven Dialogue meetings distributed to relevant staff (grade level teachers, support teachers, administration). • Grade-level Data Walls maintained, accompanied by current analysis statements, goals, and strategies of action. (Monthly) • Individual student profiles of identified at	Completed as part of DDD meetings and documented in teachers' data notebooks. Up-to-date documentation of Data Driven Dialogue meetings. Teacher Effectiveness Coach • Initial grade-level data charts posted in staff work area. Need to establish public posting and vertical/SLT analysis. Grade level analysis is

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				risk FRL, Minority, and Catch-Up Students. (Bi-weekly) • Case studies of 3 "catch-up" students completed by each teacher and debriefed in training sessions. Teachers will receive feedback from Administrators, Consultant coach and Teacher Effectiveness Coach at different times throughout school year (Bi- monthly in each classroom).	well established as part of DDD Meetings and part of teachers' Data Notebooks. Case study strategy as part of DDD math analysis but not completed at the level of detail indicated.
SLT will determine Professional Development Topics, which will include: • CCSS Standards for Mathematical Practice • Games • Focus algorithms • Differentiation • Assessment handbook • Implementing Instructional Tasks TBD by district scheduled Math PCK professional development	2012-2013 and 2013-2014 (Monthly observations and feedback)	• SLT and Teacher Leaders • Principal • Principal Resident			
• All teachers complete training in use of Formative Assessments and Providing Effective Feedback to Students. o To embed practices, teachers will implement both use and analysis of formative assessments and targeted feedback in their reading classrooms following each training session and will debrief with trainer and colleagues the next training session.	6 sessions: January-March 2013	• SLT and Teacher Leaders	• Consultant for class in fall of 2013 $12,000 (SST Implementation Grant funding to be expended by Sept. 30, 2013)	• Teacher Portfolio of Formative Assessment and Feedback Strategies	The class was not available from selected consultant. Eight staff attending a workshop on April 19, 2013 to select a consultant for a class in the fall of 2013 onsite.

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Major Improvement Strategy #3: Reading: Strengthen best first instruction by providing professional development support to build teacher knowledge and skill in reading instruction that encompasses the five essential components of literacy. Build consistency, coherence, and cohesion in the delivery of K-5 reading.

Root Cause(s) Addressed: Limited strategies to support English Language Learners (ELLs) provided during literacy instruction. Wide variability in teachers' knowledge and use of instructional strategies essential to development of the foundations of reading (five components of literacy). Lack of common vocabulary development and use of explicit strategies to build vocabulary, especially with ELL students. Effective use of formative assessments and effective feedback is limited and varied.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

[X] School Plan under State Accountability   [ ] Title I Schoolwide or Targeted Assistance plan requirements   [ ] Title I Focus School Plan requirements

[ ] Application for a Tiered Intervention Grant (TIG)   [ ] Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
• Grade-level teams unpack Reading Colorado Academic Standards (CAS, DOKs, Crosswalks), district CCSS, and re-aligned district tools (curriculum maps and pacing guides). • Grade-level team lesson planning of first Literacy Unit, using district-provided and CAS resources and tools. Identification and acquisition of resources needed to implement. • Unit Lesson Plans implemented according to district literacy pacing guides/curriculum maps by each grade-level classroom. • Teachers will meet in monthly grade level Data Driven Dialogue meetings and in trimester vertical teams to analyze and monitor student data, and align and improve reading instruction. Special focus on identified at-risk students (FRL, Minority, and Catch-Up) to increase academic growth and reduce growth gaps.	Staff Retreat: August 16, 2012 August 16-24, 2012. Based on DPS pacing guides for Reading 2012-2013 Bi-weekly planning meetings 2012-13 school year	• District Literacy Coordinator • Teacher Effectiveness Coach • Teacher Leaders • Principal • Principal Resident • SLT • Grade Level Teams SLT and Teacher Leaders	• Updated, district-provided curriculum materials. • CCSS and CAS Literacy Standards and accompanying resources. • Teacher Leaders • CDE Standards Consultant • District Literacy Coordinator, • Principal Resident • Teacher Effectiveness Coach • Teacher Leaders Data Wall Materials $ 600	• Electronic or binder portfolio of ELTs, Reading CAS, Curriculum Maps, Pacing Guide by each teacher. (Aug. 30, 2012) • Completed Reading Unit 1 Literacy lesson plans, ready for implementation (August 24, 2012) • End of Unit grade-level team debriefing and analysis of strengths, needs (within 1 week of unit completion). (August 31, 2012) • Grade-level Data Walls updated monthly, profiling at risk students. Analysis and action	Teacher Leaders attend Teacher Leader Academy monthly to begin the process of transitioning to full implementation of CCSS. • Completed Literacy units in all grade levels and lesson plan format implementation.

			(SST Implementation Grant funding to be expended by Sept. 30, 2013)	steps posted.	
Literacy Resource Needs Assessment: Evaluate existing and proposed resources with CAS, District Curriculum Maps/Pacing Guides, at each grade level to identify areas where resource supplementation is needed or how a common core could meet the instructional needs. Develop a plan for acquisition of resources needed to effectively teach K-5 reading.

Review and selection of an articulated and aligned Literacy Resource(s) using common criteria for K-5 coherence, consistency, and cohesiveness.

Purchase new Literacy Resources

PD in the use of Literacy Resource(s), with clear understanding of alignment to CAS and district curriculum and comprehensive training in the application of the resources. | August 16-24, Sept. 1-15, 2012

January, 2013

March 30, 2013

April 30-June 8, 2013 | • Principal
• Principal Resident
• Teacher Leaders
• SLT

Principal

SLT
Teacher Leaders
Principal Resident | • Literacy support resources

$45,000
(SST Implementation Grant funding to be expended by Sept. 30, 2013)

Literacy Resource Consultant Publisher(s) | • Prioritized literacy resource needs assessment completed. (Sept. 15, 2012)

• Review process completed and selection(s) determined. (Jan.15, 2013)

• Literacy resources on-site and inventoried. March 30, 2013.

• Pre/Post Teacher Survey Results. (June 8, 2013) | Not begun |
| Professional Development for all teachers of reading - Instructional strategies specific to the five components of literacy: phonemic awareness, phonics, vocabulary, fluency, comprehension, including specific strategies that support ELL students.

Implementation of strategies following each training session and collaborative follow-up of application by peers and administrators through Lesson Study Format (learn strategy, try in class, peer observations and feedback, and follow-up | District Professional Development Days (2012-13) plus additional PD - 5 days

1 Lesson Study by grade-level teams within the month following each | Principal
Principal Resident
Teacher Leaders
SLT

Teacher Effectiveness Coach
Teacher Leaders | Literacy Consultant(s)
$7,500
(SST Implementation Grant funding to be expended by Sept. 30, 2013)

Stipends to Teachers for non-school days:
$12,000
(Title I Professional Develop.) | Exit slips following each session reviewed by consultant and Principal Resident.

Lesson Plans for Lesson Study and Minutes from Lesson Debriefs submitted to Principal and Principal Resident

On-going application of specific strategies as | Completed

Completed

In progress |

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implementation).	PD session. Weekly application through daily lessons 2012-2013	SLT	Teacher Effectiveness Coach Teacher Leaders	evidenced by weekly lesson plan review and walkthrough observations by principal, Principal Resident, and teacher effectiveness coach. Aggregated Walkthrough Results analyzed by SLT for "next steps" support.	
• All teachers complete training in use of Formative Assessments and Providing Effective Feedback to Students. o To embed practices, teachers will implement both use and analysis of formative assessments and targeted feedback in their reading classrooms following each training session and will debrief with trainer and colleagues the next training session.	6 sessions each to occur: January-March 2013	• SLT and Teacher Leaders • Principal Resident • Principal	• Consultant *(SST Implementation Grant)* *Cited in Major Improvement Strategy #2.*	• Teacher Portfolio of Formative Assessment and Feedback Strategies • Case studies of 3 reading "catch-up" students completed by each teacher and debriefed in training sessions.	Not begun
• Formative assessment tools support monitoring of literacy progress that are aligned to the 5 components of literacy and district DIBELS assessments. Data are analyzed at the item level to group students with similar needs. o Teachers are trained in use of mClass DIBELS Next, use of ipads, analysis and use of data reports. • Sequenced lessons are synchronized to identified, targeted reading needs for quick response (10 days) supplementary in-class intervention.	September, 2012 (1/2 day Web-Conf.) October, 2012 1 day on-site November, 2012 1 day on-site January, 2013 All staff 1 day training,	• District Assessment Consultant • Teacher Leaders • Grade-level Teams • Principal Resident • Teacher Effectiveness Coach	• K-5 mClass DIBELS Next Kits $ 855 • mClass DIBELS Next Training $1,000 (SST Implementation Grant funding to be expended by Sept. 30, 2013)	• 100% of reading teachers complete DIBELS Next Training (September, October, 2012) • Teachers complete scheduled DIBELS Next administrations and analysis of data at grade-level biweekly DDD meetings. Data Wall and analysis results posted. • Supplementary in-class intervention	In progress

	February, 2013 ½ day webinar March-May On-going remote consultation			provided to identified students (March-May, 2013). Progress monitoring reports measure effectiveness of intervention.	

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Major Improvement Strategy #4: Systems: Build consistency, coherence, and cohesion in the delivery of K-5 reading, math, and writing instruction through systemic expectations, practices, and processes.

Root Cause(s) Addressed: Inconsistent and wide variability in use of district curriculum resources, core programs and supplementary instructional resources, data-driven dialogue processes and protocols, best first instruction, and targeted instructional strategies.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

[X] School Plan under State Accountability   [ ] Title IA School Improvement/Corrective Action Plan   [ ] Application for a Tiered Intervention Grant

[ ] Title I schoolwide or targeted assistance plan requirements   [ ] School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Embedded training in Data Driven Dialogue to analyze 2012 TCAP, CELA, and District Interim Assessment Results for reading, writing, math. Construct action plan for conducting DDD primary and intermediate sessions to ensure all staff understand school performance results.	August 14, 2012	Principal Principal Resident SLT Teacher Leaders	Cert. Data Facilitator $1,500 (SST Implementation Grant) Retreat expenses (see below)	• Graphics and statements of findings and recommendations for reading, writing, math. (August 13, 2012) • Implemented DDD sessions with staff completed by August 30, 2012.	Completed Completed
School Leadership Team (SLT) reviews revised UIP and SST Year 2 Implementation Grant to develop actionable work plan and graphic chart to guide the work throughout the school year. Construct Professional Development Plan for 2012-13, based on UIP and SST Year 2 Implementation Plan. Unpacking of UIP, SST Year 2 Implementation Grant documents and constructed organizational tools for implementation by all staff. Implementation of scheduled PD and Work	August 14-15, 2012 August 16, 2012 August 16 & 17, 2012	Principal Principal Resident SLT All instructional staff	Facilitator $1,600 SLT Retreat Amenities, Materials $ 375 (SST Implementation Grant) SLT Stipends: $7,000 : (Extra duty pay- $22.11 per hour) benefits are around 6.5% I think. Stipends would be $700 for 4 days of work August 14-17	• Outline of Work Plan Implementation for completed (Aug.14). • Graphic for 2012-13 implementation (Aug.15) • PD 2012-2013 Plan (8/15)	In progress Completed Completed

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Sessions as outlined in Major Improvement Strategies #1, #2, #3.	2012-2013	Principal Principal Resident Teacher Leaders	All Staff Retreat Amenities, Materials $1,000 Staff Stipends: $7,000 Stipend would be $350 for 2 days (August 15,16) (SST Implementation Grant)	• Monthly Progress Monitoring minutes by SLT (Sept. – May).	Completed
Review and revise school mission and vision statements to reflect school-wide commitment to high expectations and success for all students at Eagleton ES. Presentation and review of mission/vision statements to all staff for feedback and agreements. Presentation and review of mission/vision statements to school accountability committee and parents.	August 14-15, 2012 August 16, 2012 September, 2012	Principal Principal Resident SLT	See above.	• Consensus of Mission and Vision Statements .by SLT (August 15, 2012) • Consensus of Mission and Vision Statements by all staff. (August 16, 2012) • Consensus of Mission and Vision Statements by accountability committee and parents. (Sept. 15, 2012) minutes, parent feedback comments	Completed Completed Completed

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:
- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

Proposed Budget for Use of the Title I Priority Performance Challenge (PPC) Set Aside in 2013-14. This chart **must** be completed for any district that accepts Title IA funds and has a Priority Improvement or Turnaround plan type. In the chart, include all proposed Title IA PPC set aside activities for FY 2013-14. Activities should have already been referenced in the action plans of this template (Section IV). List references to that plan in the crosswalk. Add rows in the table, as needed. The total should equal 10% of the district's projected 2013-14 Title IA allocation. Because the 2013-14 allocation is not yet available, use the 2012-13 allocation as a baseline.

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Professional development for teachers related to effective reading instruction that includes the five components of reading.	Provide stipends for teachers to participate in PD outside of the school day to improve reading instruction.	$12,000
Back to school night scavenger hunt.	Supply food and printed materials for the parent activity before 2013-2014 school year begins.	$1,220
PAC meetings	Supplies for 4 parent meetings during the school day (refreshments, postage, copying materials).	$350
Parenting with Love and Logic classes (6 sessions)	Provide training for parents in English or Spanish, Love and Logic workbooks for all parents who attend.	$2,000
		$
Total (The total should equal 10% of the district's projected 2013-14 Title IA allocation. If unknown, use the 2012-13 allocation.)		$15,570

Eagleton Elementary Partnership Agreement

At Eagleton Elementary School we are committed to providing every student with an outstanding education that prepares them for success in the future. In order to achieve success, we need the help of our parents and students. Only by dedicating ourselves to preparing students for success are we able to assure that ALL students maximize their potential. We want Eagleton Elementary students to be the best that they can be. At Eagleton, students SOAR by learning in a Safe environment, putting forth Outstanding effort, Accepting responsibility for all actions and showing Respect for self and others.

The mission of Eagleton Elementary is to provide a safe, supportive and enthusiastic learning environment that encourages each and every student to achieve academic success and to reach their unique potentials. We believe students learn best through a balanced approach to literacy and other subjects, and English language learners are offered a transitional native language instruction program. The Eagleton staff continuously collaborates and participates in ongoing professional growth development and Eagleton parents and community members are supportive and involved. Together, we continually strive towards excellence in our diverse community of learners.

The goals of Eagleton are as follows:
- Improve the educational achievement of students in reading, writing, and mathematics.
- Engage parents and community in a true partnership to support student learning.
- Promote a healthy social tone and create an environment of caring by using the Positive Behavior System (PBS).

In support of our mission statement and expectations of high student achievement, all Eagleton staff is committed to the following:

1. **Maintaining communication with parents, students and colleagues by doing the following:**
   - Hold two scheduled parent/teacher conferences and be available to parents every school day, by telephone, e-mail or in person by appointment.
   - Send home standards based progress reports each trimester.
   - Communicate classroom expectations and consequences for behavior at the beginning of the school year.
   - Attend schedules teacher meetings and professional development meetings.
2. **Modeling and reinforcing the school rules, policies and procedures by doing the following:**
   - Provide a rigorous curriculum that instructs, enriches and promotes personal and academic growth in keeping with the School Improvement Plan.
   - Utilize teaching methods by that make learning challenging and relevant to children and their world.
   - Participate in professional study groups to positively impact student achievement.
   - Provide a clean and safe environment where students are treated with respect and given the tools and knowledge to reach high achievement levels.
   - Utilize PBS to encourage positive behaviors and help students make good choices.

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Student Compact

As a student, I, _____ will strive for academic and social success by:
1. Completing and turning in all schoolwork and homework.
2. Attending school everyday and arriving on time.
3. Reading a minimum of 20 minutes per day at home, as I strive to improve my reading skills.
4. Following school and classroom rules, policies and procedures.
5. Following the Eagleton expectations and SOAR like an eagle.

Student Signature_____

Parent Compact

As a parent/guardian, I, _____ will promote student learning by:
1. Talking to my child about school and his/her work every day.
2. Actively participating in the school community by:
   - Reading all information sent home by the school.
   - Communicating with teachers and staff.
   - Attending both parent/teacher conferences.
   - Attending at least two parent activities, such as: Back-To-School-Night, literacy and math nights, Celebration of learning, etc.
3. Sending my child to school prepared to learn by:
   - Assuring that my child sleeps 10 hours per night so that they are properly prepared to meet the challenges of the school day.
   - Equipping my child with the proper school supplies.
   - Supporting my child with his/her homework.
   - Establishing a set time and place where my child can do homework on a daily basis.
   - Listening to my child read or re-tell a story and reading with my child.
   - Encouraging my child to perform to the best of their abilities on all school assignments and assessments.
   - Being personally involved in my child's education and stressing that education is highly important.

Parent Signature_____ Date _____

Classroom Teacher Signature _____